

FUTURE PHYSICAL OF TEACHERS INTELLECTUAL AND COGNITIVE COMPETENCIES RESEARCH OF REACHING ESSENCE AND SCIENTIFIC BASIS

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Annotation. *The study focuses on exploring the intellectual and cognitive competencies of future physical education teachers. Intellectual and cognitive competencies are crucial for the professional development of teachers, as they influence not only the pedagogical process but also the development of students' physical and mental abilities. This research delves into the theoretical and practical aspects of these competencies, examining their significance in shaping effective teaching methods, decision-making processes, and problem-solving skills. The study also investigates the relationship between these competencies and the overall quality of physical education teaching. By analyzing various models and frameworks, the paper provides a comprehensive overview of how these competencies can be developed and assessed in future educators. The findings highlight the importance of enhancing intellectual and cognitive skills to improve the quality of physical education and to prepare teachers capable of fostering holistic development in their students.*

Keywords: *physical education, intellectual competence, cognitive competence, teacher education, future educators, pedagogical skills, competence development, teaching methodology, professional development.*

Introduction. It is important to instill in a person the desire to be attentive to his health. In the information society, human motor activity - that is, the natural foundations of human physical development - has sharply decreased. At the same time, in a certain way, "culturalized" motor activity constitutes a specific content of physical education. This issue has been covered in the theory of physical education by many scientists (V.K. Balsevich, M.Ya. Vilensky, etc.). Their scientific views on physical education allow us to define the concept of "physical education of the individual" as follows:

"Physical education of a person" is a socially determined area of the general culture of a person, which means a qualitative, systematic and dynamic state

based on: a special level of knowledge, physical maturity, motivational and moral orientations and a complex of socio-spiritual values. This state is formed as a result of upbringing and is expressed in physical and cultural activity, lifestyle culture, spirituality and physical health (M.Ya. Vilensky).

Physical education, according to the definition of a number of researchers, is a set of achievements made by society in the creation of special means, methods and conditions for the development of a person aimed at physical perfection and their rational use; it is part of the general culture of mankind, the level of its development depends on the level of social and economic development of society (VMVidrin). Also, physical education is a part of the general culture, it is a set of special spiritual and material values, as well as methods of their production and application, created and used to strengthen human health and develop their potential (T.Yu.Krutsevich)

Therefore, physical education as a component of the culture of society can be considered from the following three perspectives:

1. Subjectively-ethically (culture is a set of "values" that serve to satisfy the needs of society and the individual);
2. In the aspect of activity (culture is a rationally organized process of activity);
3. Resultantly (culture is the result of activity).

We consider physical education as a type of activity in which a person acquires knowledge and skills in health-improving, recreational, rehabilitation and professional forms of activity and actively uses them in the process of self-improvement, that is, to increase or maintain the level of physical health. This is done on the basis of a person's own desire, knowledge, healthy lifestyle and physical activity.

In foreign pedagogy, physical education is interpreted as a single harmony of the spiritual and physical aspects of a person, as an inseparable whole. The idea of the integrity of a person is reflected in the works of the founder of the domestic theory of physical education, PFLesgaft, who put forward the idea of the harmony of the mental and physical development of a person. This type of person strives to develop thinking through observing the world around him, analyzing life impressions, and logically studying the acquired knowledge, which leads him to refrain from instinctive and thoughtless actions. His actions are formed as a result of internal, independent thinking.

PFLesgaft explained the mechanisms of human education and development through physiological laws: those organs that are exercised develop, while those

that are left inactive atrophy. Since the human mind controls the will, its thinking system—that is, its brain—must be in constant activity.

The greatest achievement of PFLesgaft was that he was able to bring the physical and spiritual development of a person closer together. He interpreted the famous phrase in a fundamentally new way: not “A healthy body is a healthy mind”, but “A healthy mind is in a healthy body”. In this way, he gave priority to spiritual and moral development among the two factors that make up the whole. According to him, the spiritual growth of a person is the main factor that encourages him to improve himself (PF Lesgaft).

The driving force of a person's movement is his spiritual and moral essence. Thus, in historical and pedagogical research, including in the field of physical education, the cultural content of the process of personality formation is justified on the basis of his spiritual essence, and the regulatory function of values is highlighted. Values are specific structures in the structure of a person's consciousness, which are ideal models and orientation signs of the activity of the individual and society (GI Chizhakova) [186: 100]. Usually, values are interpreted as "spiritual ideas", which, embodied in concepts, have a high level of generalization, and are formed in the mind in the process of assimilating culture. According to F. Nietzsche, such values are considered basic or "high" values, since all external advantages ultimately go back to internal advantages, and internal advantages - to final views and desires (BSBratus).

One of the most important components in the structure of value consciousness is the attitude to values. In general, in philosophy, the attitude to values means how important a certain object or phenomenon is for the human subject, depending on the conscious or unconscious needs of the subject; these needs are manifested in the form of interest or purpose and arise only if this object enters into some kind of relationship with the active subject in the process of activity (S.F. Anisimov, V.I. Plotnikov). When values are analyzed as concepts that determine the socio-cultural significance and extra personal content of mental activity, the attitude to values is considered as a set of certain features of the relationship between the subject and the object (M.S. Kagan).

The relationship between the subject and the object is the relationship that exists from the perspective of the subject to the object in the sphere of production activity, cognitive processes, and other areas, and this state is called a value relationship (S.F. Anisimov). The relationship to values has both an objective and subjective character at the same time, since this relationship exists

in the consciousness of the subject (S.L. Rubinstein). This relationship expresses the objective relations of a person with people and things around him, as well as the subjective relationship of a person to reality (L.I. Bozhovich).

Attitudes to values are formed under the influence of real-life practice, where there is internal human activity, which leads to the understanding of culture as an ideal, a project, a model, and a world of spiritual cooperation between people. The active subject of this cooperation is precisely himself (LSVygotsky).

The professional orientation of the value attitude is reflected in the system of goals. The content of goals, ideals and norms, depending on the values that underlie them, is formed depending on specific historical and socio-cultural conditions. A goal is a consciously chosen, useful result that must be achieved in the process of conscious activity. Didactic goals are the acquisition of knowledge, the formation of skills and the acquisition of methods of action.

Educational goals are "planned results of pedagogical activity" that aim to provide conditions that allow future physical education teachers to reveal and fully realize their potential (NA Moreva).

Pedagogical in axiology to values relatively attitude free choice in the case of to the surface coming personal position as The person 's internal position realizing reach and own activities , including professional to activity , available values system based on ready to be is to values directed attitude as interpretation Relationships system and valuable direction as is seen, that person structure important structural part organization will reach.

Social psychology values the problem of people social behavior - this or that this to values loyalty prophecy to do opportunity point of view from the point of view studie. In general psychology and to values-based order regulation problem, this of the process logical features and action to do psychic mechanisms research (BSBrat, ANLeontyev , etc.).

Human spiritual development himself himself/herself understanding values to the world independent attitude to inform and inform them realizing reach with closely related. D.A. Leontyev take went research this shows that the values realizing reach only logical-knowledge of activity result not maybe them to understand also inside This is personal activity fact and " meaning " "dependence" formation confirms. As a result, man values rediscover them " himself " for "meanings" turns.

Modern education system continuous education process as manifestation Education human of the person continuous development , knowledge and skills

enrichment, thought to conduct and move of ability to develop service to do. It is also necessary for a person to himself and her surrounded standing the environment understanding, and in society labor activity and life role to be completed assistance necessary (J. Delors).

Conclusion. The research underscores the importance of intellectual and cognitive competencies in shaping the effectiveness of future physical education teachers. These competencies are essential not only for successful teaching but also for fostering holistic development in students, both physically and mentally. The study reveals that intellectual competencies, such as critical thinking, problem-solving, and decision-making, are closely linked to a teacher's ability to adapt teaching methods to meet diverse student needs and to enhance the quality of physical education. Furthermore, cognitive competencies, which involve perception, memory, and attention, directly influence how teachers deliver lessons and assess student progress.

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